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ABSTRACT

The positions of the Academic Senate for California Community Colleges are presented with respect to professional standards for the hiring, transfer, and professional development of community college faculty. With regard to hiring, the Academic Senate argues that faculty must bear the primary responsibility for hiring new full- and part-time faculty, that appropriate adjustment in workload must be made to allow faculty to participate, and that the Board of Governors of the California Community Colleges must provide a statewide mechanism to verify the academic records of applicants. After reviewing minimum employment qualifications for faculty, including a master's degree for academic faculty and a bachelor's degree with four years of appropriate work experience for vocational/technical faculty, the section on hiring presents recommendations for implementing the guidelines. The next section suggests procedures and standards for the transfer of full- or part-time faculty from one teaching discipline to another and for the transfer of administrators to teaching positions. With respect to professional development, the paper asserts that development and renewal opportunities must be provided by the colleges, that faculty who transfer to new disciplines should be provided with reasonable opportunities to develop skills, and that adequate staff development funds should be regularly set aside. Finally, guidelines for faculty evaluation are presented, suggesting that the same criteria should apply to full- and part-time faculty and administrators with teaching responsibilities, and that faculty be involved in tenure decisions. (EJV)

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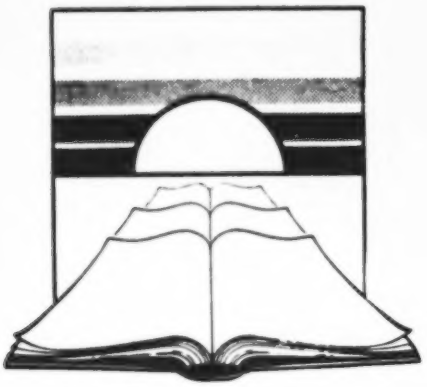

for
California Community Colleges

PROFESSIONAL STANDARDS FOR FACULTY

April 1987

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PROFESSIONAL STANDARDS FOR FACULTY

Hiring, Transfer, Professional Development, and Evaluation

Concern over the quality of education from elementary school through postgraduate levels has provoked much discussion, both nationwide and here in California. The Academic Senate for California Community Colleges believes that quality education can be provided only by an outstanding faculty. And now, because many community college faculty in California are approaching retirement, the California Community Colleges have an excellent opportunity to hire outstanding new faculty so that the colleges can continue to offer their students the education that only well prepared, professional faculty members can provide.

However, these opportunities exist in a climate which calls for great vigilance on the part of the colleges. State budgetary problems, an over-reliance on part-time faculty, and the possibility that the community college teaching credential will be eliminated all require that the California Community Colleges establish standards and regulations to ensure that they can continue to attract and retain competent and qualified faculty.

The Academic Senate for California Community Colleges takes the following positions regarding professional standards as they relate to hiring, transfer, and professional development of community college faculty.

HIRING: Procedures

Faculty Involvement

Faculty must bear the primary responsibility for faculty hiring. The Academic Senate believes that decisions on hiring new faculty, whether full- or part-time, must be made with the active participation of members of the relevant department(s) and/or discipline(s), because faculty in the same or related disciplines are best able to decide whether an applicant has the appropriate academic record, proper experience, and necessary teaching skills. Formal policies should be developed by the local academic senate and approved by local boards in order to assure the appropriate involvement of faculty in all selection processes.

Appropriate adjustment in workload must be made to allow faculty to participate in hiring, and faculty who participate in hiring must be given training in affirmative action processes and requirements.

Board of Governors Support Service

Because individual colleges may not have the facilities to verify academic records of applicants, especially those who have studied at foreign institutions, the Board of Governors must provide a statewide mechanism to provide such verification.

Minimum Standards

1. The minimum requirement to teach, full- or part-time, in an academic area must be an earned master's degree or its professional equivalent. The degree or equivalent must be from a regionally accredited institution, or an institution recognized as equivalent by the regional accrediting body, with appropriate course work in the specific subject matter area(s).

2. The minimum requirement to teach, full- or part-time, in a discipline where the master's degree is not generally expected or available (generally, disciplines in specialized technical, trade or industrial fields) must be an earned bachelor's degree, with a minimum of four years of appropriate work experience. Faculty with earned master's degrees in such disciplines must also have a minimum of four years of appropriate work experience.

However, an applicant with an associate degree and a minimum of four years of appropriate work experience could be granted provisional permission to teach, and such permission could be renewed on the condition that the faculty member show regular, steady progress toward earning a bachelor's degree. Such an employee would be subject to the usual evaluations during the probationary period; once that period was passed, if the employee did not yet have a bachelor's degree, he or she would be subject to yearly review to ascertain that steady progress was being made to the degree.

A faculty member with provisional teaching permission could not be granted regular status (commonly known as "tenure") until he or she had earned the bachelor's degree.

All degrees must be from regionally accredited institutions, or institutions recognized as equivalent by the regional accrediting body.

3. Notwithstanding the above two requirements, and upon the recommendation of the faculty screening committee in the department(s) and/or discipline(s) involved, an applicant could be granted permission to teach if the college's academic senate, acting through its established procedures, determined that the applicant possessed extraordinary qualifications and a reputation such as to qualify him or her as outstanding in the appropriate discipline. The criteria for such a determination, and any conditions or provisions applied to a faculty member appointed as a result of it (i.e., limits on the types and kinds of courses the appointee may teach, availability of tenure, etc.) shall be established by the academic senate.

4. Anyone hired to serve simultaneously as both an administrator and a faculty member (that is, hired to perform administrative duties and also in the same semester or year to perform such faculty duties as teaching or serving as librarian or counselor, or performing similar duties) must be subject to the same hiring requirements and procedures as all others hired as faculty members. These requirements include approval by the faculty screening committee in the appropriate department(s) and/or discipline(s), and these requirements are in addition to whatever requirements must be fulfilled to qualify for the administrative position.

5. The minimum academic standard for supervising any teaching area must be an earned master's degree. These degrees must be from accredited institutions or institutions recognized as equivalent by the regional accrediting body.

Implementation

1. Each college's academic senate should establish a Professional Standards Committee, which will operate under the aegis of the local academic senate. This committee must have a faculty majority and should include, as resource persons, the college's chief executive officer, its affirmative action director, and its personnel officer or other appropriate staff. The Professional Standards Committee, working within the guidelines of the Affirmative Action Committee, will set hiring guidelines, including those relating to evaluation of degrees and certificates, and act as a resource to answer questions posed by screening committees at the college. The Committee will also review recommendations forwarded by departments or disciplines for granting or denying tenure. In a multi-college district, the administration and the academic senate(s) may choose by mutual agreement to have instead a single districtwide Professional Standards Committee operating under the aegis of the district's academic senate(s).

2. When faculty vacancies are to be filled, the screening process must be carried out by a screening committee consisting of faculty in the department(s) and/or discipline(s) in which the vacancy occurs. However, the committee may include faculty in related disciplines or faculty in the same discipline(s) but from other colleges if there would not otherwise be sufficient faculty to staff the committee. The committee should achieve gender and ethnic balance and should have a majority from the discipline of the position for which the individual is being hired or from related disciplines. Committee members must be selected by faculty in the department(s) or discipline(s) in which the vacancy exists, using a procedure approved by the college's academic senate.

In multi-college districts, if there is a need to go outside the college to staff the committee, faculty should be sought first from other colleges within the district before they are sought outside the district. In addition to the faculty members, the screening committee may also include the person who will be the new employee's most immediate supervisor. The department(s) or discipline(s) involved may also select one or more student members for the committee.

3. Working within the guidelines of the local academic senate's Affirmative Action Committee, the screening committee will write and determine the distribution of job descriptions, review applications, interview candidates, and recommend a maximum of three candidates, listed in priority order, for each vacancy. The list shall be forwarded to the chief executive officer or his or her designee, who shall make a selection from that list in an open and collaborative process involving at least two faculty members from the screening committee. The chief executive officer shall, upon request, meet with the screening committee to provide explanation for rejection of the screening committee's top-ranked candidate and for the recommendation of a different candidate from the list forwarded. In no case shall the chief executive officer select a candidate whose name is not forwarded by the screening committee.

TRANSFERS

Procedures and Minimum Standards

1. Faculty, whether full- or part-time, who are transferred from one teaching discipline to another, must be approved by the faculty screening committee in the receiving department(s) and/or discipline(s), which will review each potential transferee's academic and other qualifications before deciding within limits of contracts and other laws whether to accept the transferee. No faculty member whose own position is jeopardized by the proposed transfer may serve on such a faculty screening committee.

2. An administrator who wishes to teach, whether full-time, or part-time while continuing administrative duties, must be approved by the faculty screening committee in the receiving department(s) and/or discipline(s), which will review his or her academic and other qualifications before deciding whether to accept the transferee.

3. No one hired initially as an administrator may be permitted to earn seniority or regular status ("tenure") as a faculty member while that person is working as an administrator. However, an administrator should be given the right to become a probationary faculty member once his or her administrative assignment is terminated if the faculty of one or more department(s) or discipline(s) in the college or district, acting through established collegial procedures approved by the college's academic senate, accept him or her, in writing, at the time of initial hiring, as qualified to be a member of the faculty.

PROFESSIONAL DEVELOPMENT

The Academic Senate believes that faculty, once hired, must have the opportunity to maintain their professionalism, including keeping current in their disciplines.

1. Appropriate staff development and professional renewal opportunities must be provided to faculty by the colleges in such forms as sabbatical leaves, other leaves for formal study, fund-

ing, reassigned time to attend pedagogical and subject-matter conferences, other recognition, and opportunities to engage in in-service training, faculty exchanges, and faculty development at business or industrial sites.

2. Faculty who transfer (either voluntarily or involuntarily) to new disciplines, or administrators who return to teaching after prolonged absence from the classroom, should be provided with reasonable opportunities to regain recency or develop new skills. These opportunities may take such forms as retraining leaves, paid tuition, leaves to work in business or industry, reassigned time before and/or after the transfer, and other opportunities for faculty retraining.

3. Each district's board of trustees should regularly set aside adequate funds to provide for staff development and professional renewal and to permit the re-education of faculty entering new disciplines and administrators returning to teaching. Allocation of funds should be made by one or more collegewide or districtwide committees. The committees should have a majority of faculty, such faculty to be chosen by a method approved by the college or district senate(s).

EVALUATION

For the same reasons that hiring must be primarily the faculty's responsibility, the Academic Senate believes that faculty evaluation must also be primarily the responsibility of the faculty in the relevant department(s) and/or discipline(s). Procedures for such evaluation should be carefully worked out with the academic senates and other faculty organizations to assure that procedures are fair and that every consideration is given to faculty helping faculty improve their teaching. Additionally, evaluation guidelines should be carefully written to allow for different teaching methodologies and different schools of thought within disciplines.

1. The same evaluation criteria should apply to both full-time and part-time faculty, whether they teach day, evening, or summer.

2. The faculty of each academic department or discipline, acting through collegial procedures, must be responsible for making recommendations for the granting of regular status ("tenure") to probationary faculty. Such recommendations should be forwarded to the Professional Standards Committee, which will receive, review, and forward them to the appropriate administrators.

3. Administrators who also teach should be evaluated on their teaching as well as on performance of their administrative duties, and the evaluation of their teaching should follow the normal procedures for all faculty evaluation established by the college and district.

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